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COLLEGE FOR HUMAN SERVICES, A MODEL FOR INNOVATION IN URBAN HIGHER EDUCATION.

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THE WOMEN'S TALENT CORPS, ATTEMPTING TO ESTABLISH PERMANENT POSITIONS IN COMMUNITY AGENCIES AT A NEW ENTERING LEVEL, HAS DEVELOPED AN ACTION-CENTERED APPROACH TO THE TRAINING OF WOMEN FROM GHETTO AREAS FOR PRE-PROFESSIONAL JOBS IN HOSPITALS, WELFARE AGENCIES, AND SCHOOLS. THE CORPS NOW SEEKS TO PUT ITS EDUCATIONAL PROGRAM ON A PERMANENT BASIS AS A MODEL TWO-YEAR COLLEGE FOR HUMAN SERVICES. THE COLLEGE WILL (1) HELP STUDENTS PREPARE FOR EQUIVALENCY EXAMINATIONS AT THE SECONDARY LEVEL AS THEY BEGIN COLLEGE WORK, (2) PREPARE THEM AT ONCE FOR WORK IN THE HELPING PROFESSIONS AND PLACE THEM IN JOBS, (3) USE FIELD WORK FOR METHODS TEACHING, (4) OFFER A CORE CURRICULUM BASED ON THE NEEDS OF THE PROFESSIONS AND THE POPULATIONS SERVED, AND (5) OFFER A FLEXIBLE PROGRAM INCLUDING PREPARATION FOR TRANSFER TO A FOUR-YEAR COLLEGE. THERE WILL BE TWO TYPES OF FACULTY, THE COORDINATOR- TRAINER (WOMEN WITH FIELD EXPERIENCE WHO WILL SERVE AS COUNSELORS, SUPERVISORS, AND TEACHERS TO GROUPS OF TEN STUDENTS) AND A SMALL ACADEMIC FACULTY WHO WILL LECTURE IN SOCIOLOGY, PSYCHOLOGY, SOCIAL WORK, AND EDUCATION AND PLAN THE CORE CURRICULUM TO BE INTEGRATED WITH ON-THE-JOB EXPERIENCE AND LEAD TO A JUNIOR COLLEGE DEGREE. IT IS PROPOSED THAT THE FIRST COLLEGE CLASS ENTER IN JANUARY 1968. (AJ)

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COLLEGE FOR HUMAN SERVICES

A Model for Innovation in Urban Higher Education

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THE COLLEGE FOR HUMAN SERVICES

The nation is now fully committed to education for young people handicapped by poverty. Yet not one of the 2000 or more institutions of higher learning in the United States makes college education possible for the population reached by the Women's Talent Corps. Although America is increasingly dedicated to universal education up to the college level, there is no opportunity for the mature dropout whose preparation is deficient to learn to make the best possible use of his talents in the service of society in general and his own community in particular.

The Women's Talent Corps, a non-profit corporation funded by the Office of Economic Opportunity, has developed an action-centered approach to the training of women from ghetto neighborhoods for careers in community service. Results of the new approach have gained the endorsement and co-operation of many New York City hospitals, welfare agencies, and finally, the Board of Education. In relatively few months, women from relief rolls and without high school diplomas have been prepared for pre-professional jobs and for useful lives. The Corps now seeks financial support to put its educational program on a permanent basis, as a two-year College for Human Services.

An Unrecognized Need

When the Women's Talent Corps was announced, in September 1966, the organization was flooded immediately with hundreds of applications. The Corps had tapped an artesian source of competent, ambitious, aroused, forgotten women. They were American citizens, and, in theory, had always been entitled to public education. But they were mature Negroes and Puerto Ricans, and poor. None of the proliferating educational programs was intended for them.

Evening high schools have not satisfied the need for the adult student. Their programs are discouragingly long and drawn out. The subject matter is routine high school fare. The hours are punishing, and for the mother of a family who is often the mainstay of the family income, they may be impossible.

Special programs for high school dropouts, such as they are, have been geared to teen-agers. They have made no effort to meet, if indeed they recognize, the demand for continuing education from mature working men and women.

The "war on poverty" and the pressures for equal opportunity from minority groups have resulted in many thousands of scholarships and special compensatory programs with federal or foundation support. These have come too late for women living and working in our inner cities who now wish they could continue their education and prepare for more useful lives.

Can the existing colleges not accommodate the rising group of people who want higher education in a changing world? Colleges are crowded beyond capacity at the present time with young people of traditional college age. But even if there is more physical space after the peak enrollment is passed, colleges have given no evidence that they have the vision to solve or even to see the problem.

Experimentation, it is true, is as much a part of the American tradition as universal education itself. It is true, also, that a series of experimental colleges have been based on the principles that are central to the proposed College for Human Services - individualized programs, respect for work experience, the importance of learning directly from contemporary social situations. Not one of the existing experimental colleges, however - not Antioch, Bennington, or even Goddard - addresses the problem of providing higher education for the mature working people of our cities. These are

colleges for upper middle class liberals and the few representatives of poor, minority-group young people who can be helped to qualify for admission. As the educational historian, Frederick Rudolph, bluntly states, they are "not really peoples' colleges;...simply variations on the old elite institutions now operating according to new principles."

In the cities, where the people are, higher educational institutions make little or no attempt to function as "peoples' colleges." In general they deliver a pre-fabricated college education, impartially to all comers, boxed as English-A, Introduction to Sociology, six credits of laboratory science. If a mature man or woman overcomes the hurdles of the admissions office and can schedule his life to include college attendance, he confronts the same, set, departmentalized courses and the routine requirements, designed for middle-class young people and for the most part unchanged for a generation or more. How useful is that brand of education to those in a ghetto? What relevance does the prescribed college curriculum have for the low-income Negro with a superior mind and uneven preparation, who is determined to help improve the Harlem schools?

Negro colleges hold out no solution to the problem, even in the few southern cities where high quality Negro universities exist. In the first place, as Kenneth Clark points out, "Negroes are ambivalent about Negro colleges; even at best, they are ashamed of them, for such colleges are an anachronism." But in any case Negro colleges have been no more sensitive than the institutions they emulate toward the emerging needs of their communities and constituencies.

The bold and basic changes, necessary to accommodate rising demands for higher education of the deprived, are not likely to occur in long-established colleges, Negro or not. "Resistance to fundamental reform,"

as Rudolph has said, is "ingrained in the American collegiate and university tradition." For more than 300 years, he observes, "except on rare occasions, the historic policy of the American college and university (has been) drift, reluctant accommodation, belated recognition that while no one was looking, change had in fact taken place."

Men and women of the inner city have every American citizen's right to equal opportunity for higher education. They have been deprived of sufficient preparatory education by a complex of circumstances deriving from poverty and segregation. Now, as a by-product of the social revolution taking place among urban minorities, they are awakened to the potential of education, and many are clamoring for it.

Neither the colleges of the establishment nor public education systems are geared to respond to this rising group, and in fact do not seem to be aware of its existence. In the educational vacuum the Women's Talent Corps proposes to introduce a precedent-ignoring, innovating, peoples' college, the College for Human Services.

BACKGROUND OF THE PROPOSED COLLEGE

The plan for a new pattern in higher education is the direct outgrowth of the career-training institute of the Women's Talent Corps. In less than a year of operation the Corps has demonstrated that women of limited education and experience can, with proper training, perform unique functions as assistants to the professionals in community agencies; helping to bridge the distance between professional workers and the people they serve. Women's Talent Corps training is for career positions in education, health and social welfare, and prepares women for socially useful, paid jobs which they are uniquely suited to fill because of their first-hand knowledge of community life and the consequences of poverty.

These are new pre-professional jobs for Teacher Assistants, Guidance Assistants, Research Assistants, Library Assistants, Social Work Assistants, Occupational and Recreational Therapy Assistants, etc. A basic aim of the organization is to develop new career lines in community agencies representing a new entry level for neighborhood women which does not require the BA degree. An important contribution to developing new career lines is the preparation of job descriptions within established agencies, a task being accomplished by the trainees themselves, with staff support.

Currently, the Women's Talent Corps is training 120 women in three successive and overlapping cycles with approximately 40 trainees in each cycle group. In 1967-68 the Corps proposes to train 400 low-income women in 4 successive and overlapping cycles with approximately 100 trainees in each cycle group. Applicants are and will continue to be drawn from among those referred by anti-poverty programs and community agencies, and also from those who approach the Women's Talent Corps directly, having heard of the program through printed articles (See Attachment A), the radio, or word of mouth. All who meet the low income and the age requirements (OEO criteria for poverty, age 21, and commitment to community service), have been and will continue to be considered for training.

Early Planning and Community Support for Women's Talent Corps

Extensive and detailed planning at both the policy and operational levels preceded the establishment of the Women's Talent Corps program. (See Attachment B for Strategy of Institutional Change.) The new undertaking was incorporated by the State of New York as a non-profit organization on March 15, 1965. Its concept was discussed and developed over many months with national and local community-action leaders and consultants.

Distinguished men and women serving the community in universities and colleges, church groups, political office, hospitals and clinics,

neighborhood and settlement houses, and other service agencies, as well as a number of interested foundations and philanthropic organizations, were consulted in developing the Corps. All endorsed the idea of a program to recruit and train qualified women for community service work, and to create viable pre-professional jobs to improve the services of the community and benefit the program clients.

Women residing in the target areas designated for anti-poverty operations in New York City were also called together in small neighborhood meetings to comment on the program. They were encouraged to give their reactions and concrete suggestions on such subjects as the needs of the neighborhood, kinds of jobs in which they would be interested to receive training, problems of training and employment, etc. The recommendations of these representatives of the poor were incorporated into the program wherever possible. Several neighborhood women who were active in these meetings were elected to the Board of Directors and many more have been invited to attend, and have attended, meetings of the Board.

The Selection Process

Trainees were drawn exclusively from low-income neighborhoods, using all available channels of recruitment, including community meetings, anti-poverty organizations, publicity in newspapers and other publications, and especially word of mouth. At times, the response from interested women reached 200 inquiries per week. The only eligibility requirement, aside from meeting OEO poverty criteria and the minimum age, was the ability to read and write. As a result many applicants, and about half those accepted, were dropouts without a high school diploma.

Selection was made by a panel of Women's Talent Corps staff members, including psychologists and sociologists, on the basis of a group

interview plus a written test developed specifically for the purpose. It was found that no standard test existed which would serve Women's Talent Corps needs in screening women for this kind of training. Critical factors were personality, attitude, and commitment to community service. Profiles of several of the trainees selected are found in Attachment C, written in their own words.

Women's Talent Corps Training

Each training cycle of the Women's Talent Corps institute begins with eight weeks of classroom orientation and academic work, followed by six months of combined academic and field training. This is a total of thirty weeks, the span of an academic year.

The classroom curriculum deals with facts, skills and attitudes. Trainees are introduced to basic concepts of psychology, sociology and education as applied to everyday problems. Certain sessions explore individual problems and expectations of the trainees; others deal with the kinds of human relations problems that can be expected to arise in the field, and discuss ways of handling them. In presenting this kind of material, extensive use is made of role-playing and dramatic presentations. All lecture sessions are followed by small group sessions directed by Coordinator-Trainers in which trainees can discuss the meaning and implications of what they have heard. Remedial work in basic skills is also an important part of the curriculum, and is handled on an individual basis.

Coordinator-Trainers. One of the unique features of the Women's Talent Corps program is the use of instructors who are in training with the trainees and are placed in the field with them. These instructors are called "Coordinator-Trainers," a term which emphasizes their dual role as teachers in the classroom and coordinators in the field. They are professionals with working skills and

experience in education, health or social welfare fields. Each coordinator-trainer supervises no more than five to nine trainees (although this ratio will be increased in the year ahead), thus permitting a maximum of individual instruction and counseling. Coordinator-trainers serve as discussion leaders, counselors, tutors and guides, encouraging, stimulating and explaining.

Another important dimension of the coordinator-trainer's job, a dimension that will be stressed in the year ahead, is to bring back from the field ideas needed to develop and improve the curriculum. The first group of coordinator-trainers is spending part of their time at the training institute, working out specific curricular changes related to on-the-job needs. This kind of feedback helps keep the curriculum responsive at all times to new developments in the field. (A list of coordinator-trainers, trainees, and administrative personnel is found in Attachment D.)

Interaction Between Instructors and Trainees

From the outset it was clear that a key element in the program would be the relationship between the coordinator-trainers, who were in effect part of the staff, and the trainees. Would they have the same values with respect to community service, or, if not, develop such values during the course of the training? Would they develop a feeling of empathy and of team spirit? Would they learn from each other? Would the formal program provide a bond between them? Not all of these questions received a clear answer. As in any new program, there were times when both trainees and coordinator-trainers floundered and lost sight of their objectives. After the first small group session, one coordinator noted in her log: "I really feel much of the trainees' anxiety and many of their suspicions were lessened by this friendly, informal activity. Every member of the group spoke." That the entire group was much clearer on ends and means at the close of the program

was a tribute to their own persistent questioning, and to their success in synthesizing large quantities of information into a meaningful whole: "I never knew my mind could absorb so many facts about so many different things."

It is clear that a remarkable spirit developed within the group during the course of the program. "I knew those women before," wrote one commentator. "They aren't the same women." What was it that effected such a change? Small group sessions and other techniques for bringing about maximum participation and interaction among group members certainly helped; everyone had many opportunities to speak his thoughts as well as to listen to others. Just as important was the close identification of directors and the executive staff with the orientation process at every stage. "The Women's Talent Corps staff is so involved and so committed to its objectives," wrote one coordinator, "that I feel I, too, would be responsible for the failures of the Women's Talent Corps or its success."

Perhaps most telling was the fact that the trainees were <u>treated as if they were professionals</u>. It was assumed that they wanted to learn, that they could learn and that they would learn. They responded by absorbing tremendous amounts of factual material, by struggling with theories, concepts and ideas totally unfamiliar to them, and in the end by taking considerable pride in their accomplishments. Most of them began to make strenuous efforts to better themselves. They were especially ambitious with respect to education and learning. "Two words were uppermost in my mind: <u>special training</u>," wrote one trainee in her biography. "What more is left to do but <u>study</u> and help," wrote another. (The same young woman noticed that "people downtown" read the <u>New York Times</u>, so she started to do the same.) Because they were determined to improve themselves, the women sometimes criticized speakers who talked down to them. A typical reaction was renewed determination to change society for

the better. "It is thrilling to see and hear women who can accept change creatively, something the middle-class community finds hard. Perhaps the change is acceptable because it implies betterment," wrote one of the coordinator-trainers in her diary.

Placement in the Field

On-the-job training in the field lasts approximately six months, with both trainees and coordinator-trainers following a twenty-hour a week schedule. Trainees were placed in schools as Teacher Assistants and Guidance Assistants, in hospitals as Social Work Assistants, Occupational Therapy Assistants and Recreation Assistants, or in community agencies as Mental Health Assistants and Social Work Assistants, and in special settings as Research Assistants. (See attached chart E for Directory of Field Placements for field and ongoing academic training.) Coordinator-trainers were placed with them to continue both academic and skills training. During the coming year, the proportion of trainees in schools will be increased considerably due to the permanent career positions for Teacher and Guidance Assistants which the Board of Education has agreed to establish. The demand for Women's Talent Corps trainees in hospitals is also growing rapidly.

Reports from the field indicate that trainees have made a real contribution even during their first few weeks. "I could use another 200 tomorrow at every school in my district," wrote one school superintendent. "They have contributed materially toward the upgrading of our school program," wrote another. A teacher described the help she received from her Women's Talent Corps assistant as follows:

> "Mrs. S. has made it possible for me to have individual conferences with parents while she has continued and summed up a lesson. Mrs. S. has visited homes of parents when emergency situations have arisen. Mrs. S. has taken over a slow-reading, very active group of children for intensive direction and assistance. She has aided considerably in relieving me of some clerical chores, assembli[illegible] materials, and compiling outlines...during the school term I suffered a severe upper respiratory infection. With Mrs. S's presence, I managed to attend school and direct her handling of the class."

Job Descriptions for New Career Positions

Notable progress has also been made in the preparation of job descriptions, setting down on paper the precise functions being performed by Women's Talent Corps new careerists. In the schools, for example, no such position as Teacher Assistant existed before the Women's Talent Corps developed it. Now Women's Talent Corps Teacher Assistants are keeping grade books, conducting remedial reading sessions in small groups, correcting papers and workbooks, tutoring individual pupils, assisting teachers with small groups, speaking foreign languages in the classroom to overcome an informational gap between the teacher and students, operating audio-visual equipment, giving make-up examinations, gathering background material for classroom lectures, visiting parents, and arranging for interesting visitors to come to the class.

In the hospitals no such position as Social Work Assistant existed. Now Women's Talent Corps Social Work Assistants are touring the wards to obtain information for the social worker, talking with children to decrease their sense of trauma at being in the hospital, collecting data for a special research project on asthma, participating in group discussions and seminars concerning hospital and personnel problems, serving as hostess to visitors, working with the Welfare Department to arrange for a family to move, hunting for an apartment with the client, and making school visits on behalf of a hospitalized child. The mere fact of analyzing and drawing up specific descriptions of

jobs being done by pre-professionals has helped immeasurably to pave the way for establishment of permanent positions.

The Women's Talent Corps new careerists are successful on the job not only because they perform competently, but because they bring something extra to their work -- a new high level of motivation, a desire to serve other people, and pride in their ability to use their new skills in the interest of community betterment. (For evidence of the contribution made by Women's Talent Corps trainees to community agencies, see selected letters of support in Attachment F.)

Trainees Assimilated by Agencies

During the last twelve weeks of the training period, coordinator-trainers spend less and less time in the agencies with their trainees, although they are available to help and advise as needed. Trainees return to the Women's Talent Corps institute for continued training. The agencies themselves take an increasingly active part in instructing and assimilating the trainee, as the functions she can perform become clearer and job descriptions are developed.

Most agencies have been willing to take over half the cost of the trainees' stipend, as anticipated by the Women's Talent Corps in its original OEO proposal. (A notable success in this respect was the Board of Education.) The Women's Talent Corps does not expect, however, to make sharing of costs a condition for trainee placements during the second year of the program, for several reasons: negotiations required to arrange such sharing take a disproportionate amount of executive time, dissipating energies which should be directed toward establishing permanent job lines, a basic objective of the Women's Talent Corps.

Establishment of Permanent Jobs at New Entering Level

The Women's Talent Corps is unique among training organizations

in its work to establish permanent positions in community agencies at a new entering level, thus opening up new career opportunities for women without a BA degree, and sometimes without a high school diploma. It accepts responsibility not only for the training of unemployed or underemployed women, but for creating satisfying jobs representing a new kind of career for all neighborhood women. It does this on the one hand by demonstrating clearly to the agencies themselves the value of the proposed new functions, and on the other by persuading top officials of government and agency directors that funds should be allocated for this purpose.

Specifically, the Women's Talent Corps enlists the support of supervisors and administrators by involving them in the training process from the beginning, and by teaching trainees to analyze and write up their functions in the form of a job description. Each trainee, in effect, develops the job as she trains in it, and at the same time persuades her supervisor, through demonstration, of the need for a permanent job line. The success of this approach is attested to by letters from many enthusiastic supervisors, and by concrete results in terms of permanent positions established.

The schools provide a good example of the way in which the Women's Talent Corps operates. A year ago there were no Teacher or Guidance Assistants in the Elementary, Junior and Senior High Schools of New York. Trying to persuade a slow-moving educational bureaucracy to establish such positions was considered by many observers to be at best a calculated risk. Intensive efforts by the Women's Talent Corps Executive Director, however, gained internal support from a few of the more imaginative school superintendents and principals. They recognized at once, and this was confirmed by subsequent experience, that trained, semi-professional assistance in the classroom and guidance offices of their schools would help to meet two pressing needs:

the need for more staff and the need for a closer relationship between school and community. Concrete advantages of having Women's Talent Corps assistants in the classroom were described by one principal in a letter to the Superintendent of Schools as follows:

1. Pupils are provided more individual attention by the teacher, since the assistant relieves her of clerical tasks.
2. The morale and status of the teacher are raised because she now devotes herself almost exclusively to professional pursuits.
3. A closer relationship is established between school and community since the assistants are recruited from the members of the local community.

Despite growing support within the school system, it seemed at first that the Board's habitual reluctance to change established patterns of operation might indefinitely delay the creation of new positions. As the year progressed, however, increasing pressure was brought to bear on the Board. Support enlisted by the Women's Talent Corps ranged from Mayor Lindsay to the trainees themselves, a group of whom pleaded for the establishment of permanent positions which they could fill upon completion of their training. Important also was the support given to the plan by the United Federation of Teachers, with whom the Executive Director worked for months to enlist their cooperation. The United Federation of Teachers agreed as a matter of policy to support the new job line and to recognize training by the Women's Talent Corps as qualification for the new position. A preliminary salary scale and job description were drawn up by the UFT, in consultation with the Women's Talent Corps, and the union promised to "press for the employment of Teacher Assistants when we negotiate with the Board of Education." The resolution passed by the UFT in February 1967 is found in Attachment G.

Finally, in April, shortly before the first group of trainees was to conclude the first twelve weeks of on-the-job training, the staff of the Board of Education informed the Women's Talent Corps that the Board was willing to share the cost of the final twelve weeks of training in the schools, as requested. In a meeting with Dr. Donovan, Superintendent of Schools, on April 11th, he agreed also to hire Women's Talent Corps Teacher Assistants and Guidance Assistants beginning in September 1967, and request that the Board of Education establish permanent new positions. Thus the battle was won and a miracle accomplished.

One immediate result is that in 1967-68 the Women's Talent Corps expects to have more requests from schools for Teacher Assistants and Guidance Assistants than it can handle. But even more important is the fact that a breakthrough has been achieved in establishing new, meaningful jobs in the schools which will benefit hundreds of talented people in low-income areas of New York City and improve public education for thousands of the city's children.

Success in stimulating permanent jobs has been attained in other fields as well. An example is that of Mrs. Juana Medina who was placed in a full-time job as Children's Recreation Assistant at Bellevue Hospital at a beginning salary of $4,030.

> "Her acceptance into the Women's Talent Corps opened the first door. The Corps, having given her orientation and correct placement, was responsible for the initial step in her development. The on-the-job training placement itself was the next important step. Mrs. Medina met with warm, understanding, outgoing people and adapted quickly in learning skills...she came into contact with the Director of the Children's Program and with the Director of the Service. All found her warm and pleasant. When an opening on the Children's Service for a Spanish-speaking person arose, Mrs. Medina was immediately discussed...we were in total agreement that her sensitivity and adaptability would make her suitable." (1) Letter of February 17, 1967, from Ellen Goldberg, Director, Adult Recreation Program, to Audrey Cohen, Executive Director, Women's Talent Corps.

More positions of this kind in hospitals, especially in occupational therapy and recreation fields, are in the process of being opened up. All of the Social Work Assistants at Harlem Hospital and the Occupational and Recreational Therapy Assistants at Bellevue are to be hired upon graduation. As now being discussed, the training for the new positions would be conducted by the Women's Talent Corps. (See Attachment H.)

Program Goals for 1967-68

During the coming year, 1967-68, the Women's Talent Corps expects 1) to demonstrate through its program that community service assistants are needed in all community agencies, and to develop new career lines in these agencies, as it did in the schools; 2) to demonstrate that a permanent College for Human Services is needed to meet the demand among community people for continuing education in community service fields; and 3) to develop further a special curriculum and materials for this purpose.

Community Service Assistants in All Agencies. Not only the schools, but hospitals, neighborhood houses, welfare centers and community development agencies would benefit by hiring trained new careerists to perform those functions that over-burdened staff cannot. In many cases the assistant, a trained neighborhood woman, can perform more effectively than a professional because of her relationship to the community, and at reasonable cost. Women's Talent Corps experience indicates that it is possible to secure the establishment of such positions. Even in old line agencies of government, it is now recognized that reforms are needed and that trained neighborhood people have something special to contribute.

The Women's Talent Corps is now active among top-level professionals and city officials to persuade them that the funds necessary to support these new assistant positions should be allocated. The network of contacts built

up by the Women's Talent Corps during its first year of operation is extensive and influential. The Women's Talent Corps has enlisted the support of the most dynamic and effective of the leaders in social welfare fields and education, both inside and outside of government. It has left no stone unturned in its efforts to explain, convince and move to action the slower-moving elements of the bureaucracies involved. A good example is its successful campaign to persuade the Board of Education to share the cost of stipends for Women's Talent Corps trainees, and to establish a permanent new career line for Teacher and Guidance Assistants.

An Innovation in Higher Education

THE COLLEGE FOR HUMAN SERVICES

As the initial year progressed it became increasingly clear that the Women's Talent Corps was moving toward becoming a college.

The Corps staff has found that many trainees want and are capable of further career development in the community service field. The women themselves have begun to ask about junior college training, and ask whether their institute training would qualify. Some few -- their sights lifted, for the first time in their lives, above the skyline of Brownsville or Harlem -- have announced with great determination that they are going after an AB degree.

The challenge came from the women of the Corps. The response of the staff is a plan for the College of Human Services, an institution of higher education that breaks the mold of the traditional college:

1. It meets the people of the ghetto where they are educationally, and helps them prepare for equivalency examinations at the secondary level as they begin college work.

2. Instead of introducing a two-year interim of "general education" it prepares them at once for useful work in the helping professions (teaching, guidance, social work, medicine), and places them in part-time jobs.

3. It carries instruction into the field, utilizing the actual field setting and actual day-to-day tasks on the job as the

medium for "methods" teaching.

4. Instead of compartmentalized subject matter it offers a core curriculum, built on the needs of the professions and the populations being served. Case studies drawn from the field experiences of the group give dramatic relevancy to child psychology, urban sociology, and anthropology, as well as to conversational Spanish and English grammar.

5. It avoids the computation of credit hours in the conventional two-year pattern of the junior college, although the program leads to a junior college degree. Instead, it offers a flexible learning program, individually varied for each student according to his needs, and includes -- for those who wish it -- preparation for transfer to a four-year college.

Scope and Nature of the Pilot Program

The College for Human Services is seen as a model, to be developed later into an institution large enough to make a substantial contribution to the problems of the inner city, and to be adapted in other metropolitan areas throughout the United States. The proposal for the immediate future, however, is a pilot operation.

Students: The Women's Talent Corps proposes to provide a two-year integrated curriculum, broadening and deepening the training experiences of the current eight-month institute. To develop and refine the program, the Corps plans a four-year pilot period, in which a class of women (or men and women) will be admitted each year. Students will be drawn from the poverty population now being served by the Women's Talent Corps. Careful consideration, although not priority, will be given to the over one thousand applicants whose papers are in the waiting file. Students who have completed the OEO institute offered by the Women's Talent Corps will be eligible for admission with advanced standing.

Faculty: The pilot institution will have two types of faculty. The role of coordinator-trainer, one of the successful innovations of the Women's Talent Corps institute, will be continued. However, the College will add a small academic faculty in the key disciplines of sociology, psychology,

social work, and education.

The primary responsibilities of the academic faculty will be to lecture in their fields and to plan cooperatively the integrated core curriculum. It will be important to have academically qualified and experienced persons in these roles, to assure the quality and coverage of the several content areas. The academic faculty will be helpful also in developing relationships with four-year colleges into which the graduates will transfer.

The coordinator-trainers, however, will remain the heart of the program. As in the Women's Talent Corps they will be professionals with actual field experience. Trainers will be attached to the program in a ratio of 1:10. Each will be assigned a group of students (approximately 10) whose placements are in one or two agencies, to serve the triple role of counselor, field supervisor, and teacher.

Trainers will spend full time with their student counselees, attending lectures and seminars and leading small group discussions on the days students are at the College, and on three days per week following them into the field. In this way the trainer in her teaching role can use field experiences as an integral part of instruction, making use of actual cases and situations, as they occur, to give reality and pertinence to the theoretical concepts being presented in the classroom.

As a counselor, the trainer who is on the scene in the agency can give maximum individual attention to students who need help in academic understanding, personal adjustment, or human relations. Remedial and compensatory study programs can be arranged and tutored privately. As field supervisor, the trainer is responsible for on-the-job skills instruction and for maintaining a working liaison with the agency.

Policy and Administration: The administrative and policy-making

structure of the Women's Talent Corps will be retained during the pilot period of the College for Human Services. The head of the College instructional program, who may be called Coordinator or Dean, will be responsible to the Executive Director. The Executive Director will be guided in planning and policy matters by the Board of Advisors and Board of Directors. (See listing, Attachment I .)

The academic faculty and field staff will work closely together, under the leadership of the Coordinator or Dean. The business office, and the functions of program evaluation and research, will be directly supervised by the executive. The organization chart (see following page) shows staff relationships in more detail.

The Two-Year College Sequence

The Women's Talent Corps institute has experimented with a work-study principle that eliminates the distinction between academic and field training, and integrates subject-matter content with on-job learning experience. The Women's Talent Corps visualizes this process as a full circle, in which each kind of training experience moves into the next. The continual interweaving of formal classes with field experience results in a synthesis of ideas with practice, a spiral of educational concepts and applications, each extending and reinforcing the other. Building on their experience with this innovative field-based curriculum, the Corps staff proposes to develop a full two-year college program.

After a week's orientation at the College, a 15-week first semester will begin. Each week will be divided between supervised field experience (three days; 20 hours, including two hours of group conference) and the academic program at the College (two days; 12 class hours).

It is proposed that the first College class be admitted in

January 1968. On that basis, the 15 week spring and fall semesters will approximately coincide with conventional academic terms -- a fact that will simplify articulation with four-year colleges.

Because the students all have family responsibilities that are more constricting during summer holidays, there will be no formal summer session. Instead, summer months will be used for individual remedial work and for completion of reading assignments.

It is anticipated that many students will be admitted who have not finished high school, and they will be encouraged to use the summer to prepare for the equivalency examination. The College will require a high school completion certificate before a student is permitted to enroll for the second year.

Instructional Techniques

The tentative daily schedule of work at the College, for both academic years, calls for two nine-to-five days per week throughout each semester. The mornings, nine to one, will be devoted to two content seminars developing an integrated core curriculum.

Since all seminars will be cooperatively planned by the faculty and taught using the team approach, the seminars will not necessarily consist of two-hour sessions. The plan, in fact, is to follow the relaxed but intensive scheduling that has succeeded so well with the Women's Talent Corps, and plan each morning as a subject-matter unit, varying the instructional method. Faculty and guest lectures, then, will be interspersed with audio-visual presentations, television, panel discussions, dialogues, and buzz groups. As they become available, programmed materials for self-instruction will be introduced.

Afternoon instruction will focus on professional techniques.

The two-hour group session will be cooperatively planned by faculty and students to assure immediate relationship to field problems, and at the same time to interpret the dynamics of problem situations in socio-psychological terms. Typically, afternoonswill be organized as half-hour case presentations by students, often using dramatic or role playing techniques. They will then divide into discussion groups to analyze the case in relation to their field work assignments (social work, teaching, or guidance) with the faculty expert in the appropriate field. At the close they will report their conclusions to the group. Afternoons, then, will become laboratories for group dynamics and leadership development as well as the major setting for teaching of oral and written communication, including English usage and grammar.

The last hour of the afternoon will be reserved for remedial tutoring and library work.

Field placements will constitute both a laboratory for the academic course work of the core curriculum, and a practicum in pre-professional techniques. For placement the College will continue to utilize the new career lines which have been developed by the Women's Talent Corps in public schools, hospitals, and welfare agencies.

During the first two semesters the field work will be closely supervised by the College coordinator-trainers and used as the laboratory section of the sociology-psychology seminars. During this period the College will provide stipends for the students, underwritten by the supporting grant.

For the second year the school or participating agency will be expected to supply a salary or stipend for 20 hours of work, and will carry primary responsibility for supervision. The relationship of College faculty will become advisory and supportive, although field situations and case study will remain a part of the instructional program.

Content of the Integrated Core Curriculum

Building the core curriculum will be the first major task of the College for Human Services. The experimental program of the Women's Talent Corps, conducted over the past year, provides a sound experiential base. The staff recognizes, however, the additional responsibility that is assumed in extending the eight-month, action-oriented institute to a program that will command full junior college stature.

To build a two-year curriculum, academically sound and comparable in quality to that on other campuses, the Corps staff proposes to use as consultants a group of experienced and imaginative leaders in appropriate academic fields. The staff has already prepared broad guidelines for the multi-disciplinary seminars, determined by the interests of the Corpswomen and the needs evident in their work assignments. These will be developed into working papers, and submitted for comment to educators among Advisory Board members of the Women's Talent Corps. (See Attachment J .)

A curriculum conference is proposed for early fall, 1967. Top level consultants will be asked to meet with key staff for two or three days to react to the revised guidelines, submit their own minimum and optimum proposals, and map out the essential areas and relationships of curriculum content. Dr. Harold Taylor will be asked to serve as chairman and call the conference. Others who will be asked to participate, representing essential disciplines and important institutions of higher learning, are Dr. Dan Dodson, Dr. Kenneth Clark, Dr. Lawrence Cremin, Prof. Preston Wilcox, etc.

Academic Credit

The academic program of the College for Human Services will represent a sharp departure from the collection of boxed subject matter prescribed in traditional undergraduate curricula. All compartmentalising partitions will be removed. The seminars will represent an entirely new synthesis of

knowledge important in human service. The organizing principle will be the rapid preparation of assistants in the helping professions.

However, the fact that the focus of teaching will be service does not mean that the seminars will be empty of background and theoretical content. The goal of the College will be to provide the same depth and breadth of subject matter in its academic program that would be accumulated in an equal number of hours of course work given piecemeal by professors of sociology, psychology, anthropology, and political science.

A seminar sequence devoted to child behavior, for example, will explore social (family, peer group, and neighborhood) as well as psychodynamic controls. Discussion of the American Heritage will range from the four freedoms and right-to-work laws to consideration of cultural diversity. Such re-grouped seminar themes, however, can be factored into subjects that are familiar in conventional course titles: Child psychology, social psychology, learning theory, sociology of the family, collective behavior, urban sociology, contemporary social theories, history of social concepts, introduction to political science, cultural anthropology.

It is the basic hypothesis of the College that integrated material will be better learned and better remembered than a sequence of separate courses, especially when it is intimately related to real and meaningful work. Nevertheless, the College will schedule totals of classroom hours that are fully comparable to the hours required in conventional colleges, in order to make it as easy as possible for graduates to transfer with full credit into four-year colleges.

While academic equivalencies will be specified by the conference of Advisers, the staff in formulating the tentative program has made preliminary computations: Content seminars, which require eight hours per week, are the

equivalent of 16 semester hours each year of academic course work in social and behavioral sciences. For the first year, two hours of the afternoon workshop will be devoted to English -- oral and written communication -- and two to professional methods related to the 20 hours per week of supervised practicum. In the second year the full four hours of afternoon workshop will be professional training.

Assigning the usual half-time value to field practice, the credit for 20 hours per week of supervised practicum would be 10 hours each semester in the first year. Since the field work in the second year will become a resource rather than a fully utilized laboratory experience, the staff suggests allowing only four credits per semester.

For college transfer purposes, therefore, the credit-hour equivalents of the proposed curriculum might be tabulated as follows:

	First year	Second year	Total
Academic study in social & behavioral sciences & English	20	16	36
Professional workshop	4	8	12
Laboratory, practicum	20	8	28
	44	32	76

By offering a concentration in a major field in the first two years of college, along with field training in useful jobs, the College for Human Services provides a program for people who want action -- and want to take action now -- in improving their slum neighborhoods. The curriculum can be used as terminal sub-professional training, carrying the AA degree and leading directly into community service jobs. It can also, if staff plans materialize, become a two-year academic program providing credit accepted for transfer at four-year colleges.

The curriculum at the College for Human Services will be strikingly different from Freshman and Sophomore fare at any other college in the country.

It will not be greatly different in content from the two years of senior college for majors in sociology, psychology, or education. Essentially what the new College suggests is an inversion of senior and junior college curricula. Instead of two years of general education -- the broad liberal arts base of history, literature, foreign language, and a science -- the College of Human Services plunges into a mature and useful learning program, highly relevant to the population for whom it is designed.

The immediate concentration on the social and behavioral sciences and community action does not deny the value of a liberal arts education. It does recognize the urgency of more vital concerns in the ghetto, and puts the liberal arts into perspective. An important aspect of the plan, however, is transfer credit. Graduates of the program should be permitted, if they so desire, to complete a liberal arts program. They will have fulfilled most of the requirements for a college major. What will remain for completion of a Bachelor's degree will be courses providing background and cultural enjoyment in a society in which they will already have begun to take an active and useful part.

Is there any mystical reason why the two years of concentration in college and the two years of general education should not be reversed? The College for Human Services suggests such a reversal, to reshape one segment of higher education to the needs of society today. In terms of classical education it is a bold reform. Yet the staff of the Women's Talent Corps is not alone in recognizing that the conventional sequence of college study leaves something to be desired. President James A. Perkins of Cornell, among others, has pointed out the fallacy of assuming that all students have the same needs and motivations and will respond equally well to the liberal arts. In his

1963 lectures at Princeton President Perkins called specifically for "a re-examination of the idea that general education is something that is sandwiched between secondary school and upper class work." Thinking of a very different population, it is true, he said, "We must break the lock step that would keep all institutions and students working in the same patterns and at the same pace."

The College for Human Services is a plan to break the lock step and bring a useful group of Americans into the ranks of higher education.

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